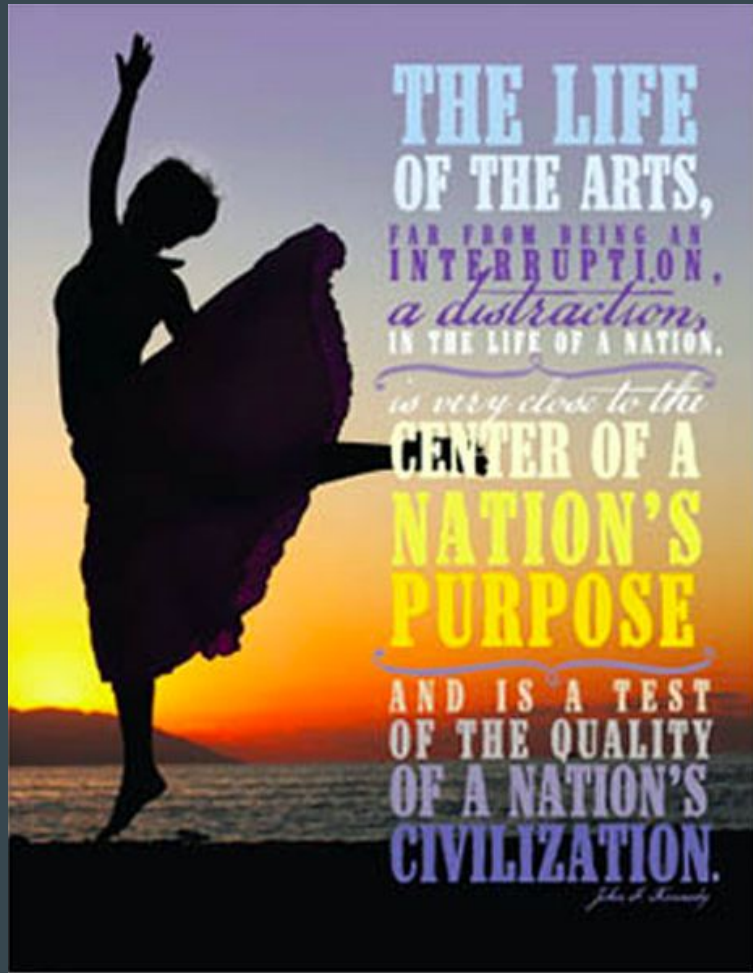




# Visual & Performing Arts Academy

Rebecca Wright, Leah Olson, Jasmine A. Ireland,  
Yagmur Gunel-Briggs and Jamie Calandro



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Ever want to be the voice of a god? Now's your chance!

## Actors Wanted



Needed: Voice Actors for staged reading of  
*The Choice of the Dead*

Performance Date: June 1st at 6:00 PM at EHS Theatre

*The story of the script is a mix between comedy and drama. No need to worry about memorizing lines! Actors will be reading from their scripts as a staged reading. Each actor may easily read for two or three characters. There will be three 1.5 hr practices before the performance for staged reading.*

Characters (in order of appearance):  
Jeremy Thompson, William "Bill" Thompson, Wanda Thompson,  
The Grim Reaper, God, Satan, Buddha, Charon, Hades, Odin, Hel,  
Yama, Brahma, Vishnu, Shiva, Anubis, Ammit, Horus, Isis, Thoth and Osiris.

Interested? Contact Nick Hansen this week!  
Text: 207-436-0651

Email: [nicholas.hansen@ellsworthschools.org](mailto:nicholas.hansen@ellsworthschools.org)



## **Mission Statement and Rationale**

The mission of the Visual and Performing Arts Academy (VPA) at Ellsworth High School is to provide a rigorous, comprehensive and technology infused arts program that will prepare our students for postsecondary education, career, or other creative fields and instill a lifelong appreciation for the arts.

Ellsworth High School has a long tradition of graduating numerous students who pursue postsecondary education and careers in the arts. Each year 5 - 15 students choose Visual and Performing Arts as their lifelong passion. Over the years we have had students placed at some of the most prestigious and competitive colleges in their fields such as Emerson College, Rhode Island School of Design, Boston University, American Academy of Dramatic Arts, Savannah College of Art and Design and Berklee College of Music to name a few. Our alumni are becoming successful artists and performers all over the nation and world appearing in film, theatre, and television as well as becoming working artists, teachers, and creators. We know that the VPA program at Ellsworth High School draws students to choose our school from among many in the region. We have had students travel from as far away as Castine, Cherryfield, and Bangor to participate in our program. The VPA Academy capitalizes on our already successful offerings while adding additional rigor, coursework, and providing flexibility in scheduling to make it possible for many to choose this honors pathway whether they pursue the Visual and Performing Arts as a major or not.



## VPA Snack and Social



# Application Process

- Informational meeting
- Application
  - Transcript
  - Recommendations
  - Letter of interest
- Review Process



# Program Pathways of Study

- Visual Art
- Theatre/ Dance
- Music (Vocal/ Instrumental)
- Musical Theatre
- Media Communications

## VPA Course Requirements by Area of Focus

### Visual Arts Focus:

- \_\_\_ .5 Credits Public Speaking
- \_\_\_ .5 Credits VPA History Seminar
- \_\_\_ 3.0 Credits Visual Arts Courses
  - \_\_\_ .5 2D1 or 3D1
  - \_\_\_ .5 2D2 or 3D2
  - \_\_\_ .5 \_\_\_\_\_
  - \_\_\_ .5 \_\_\_\_\_
  - \_\_\_ .5 \_\_\_\_\_
- \_\_\_ .5 \_\_\_\_\_
- \_\_\_ .5 VPA Electives
- \_\_\_ .5 \_\_\_\_\_
- \_\_\_ .5 Credits Junior Apprenticeship
- \_\_\_ .5 Credits Capstone Project
- 5.5 Credits Total**

### Musical Focus (Vocal/ Instrumental)

- \_\_\_ .5 Credits Public Speaking
- \_\_\_ .5 Credits VPA History Seminar
- \_\_\_ .5 Credits Music Theory/Ear Training
- \_\_\_ .5 Credits Piano
- \_\_\_ 2.0 Credits Music Ensembles
  - \_\_\_ .5 \_\_\_\_\_
  - \_\_\_ .5 \_\_\_\_\_
  - \_\_\_ .5 \_\_\_\_\_
  - \_\_\_ .5 \_\_\_\_\_
- \_\_\_ .5 VPA Electives
- \_\_\_ .5 \_\_\_\_\_
- \_\_\_ .5 Credits Junior Apprenticeship
- \_\_\_ .5 Credits Capstone Project
- 5.5 Credits Total**

### Media Communications Focus:

- \_\_\_ .5 Credits Public Speaking
- \_\_\_ .5 Credits Art IA or B
- \_\_\_ .5 Credits Intro. To Theatre
- \_\_\_ .5 Credits VPA History Seminar
- \_\_\_ 6.0 Credits Media Courses
  - Capstone Project included in Media Coursework
- 8.0 Credits Total**

### Theatre/Dance Focus:

- \_\_\_ .5 Credits Public Speaking
- \_\_\_ .5 Credits VPA History Seminar
- \_\_\_ 3.0 Credits Theatre/Dance Courses
  - \_\_\_ .5 Dramatic Lit/Criticism
  - \_\_\_ .5 Intro. Theatre
  - \_\_\_ .5 Advance Theatre
  - \_\_\_ .5 \_\_\_\_\_
  - \_\_\_ .5 \_\_\_\_\_
  - \_\_\_ .5 \_\_\_\_\_
- \_\_\_ .5 \_\_\_\_\_
- \_\_\_ .5 VPA Electives
- \_\_\_ .5 \_\_\_\_\_
- \_\_\_ .5 Credits Junior Apprenticeship
- \_\_\_ .5 Credits Capstone Project
- 5.5 Credits Total**

### Musical Theatre Focus:

- \_\_\_ .5 Credits Public Speaking
- \_\_\_ .5 Credits VPA History Seminar
- \_\_\_ .5 Credits Music Theory/Ear Training
- \_\_\_ .5 Credits Piano
- \_\_\_ .5 Drama Lit/Criticism
- \_\_\_ .5 Introduction to Theatre
- \_\_\_ .5 Introduction to Dance
- \_\_\_ .5 Introduction to Vocal
- \_\_\_ .5 VPA Electives
- \_\_\_ .5 \_\_\_\_\_
- \_\_\_ .5 Credits Junior Apprenticeship
- \_\_\_ .5 Credits Capstone Project
- 5.5 Credits Total**

# Course offerings

## **VISUAL ART COURSES**

2D DESIGN 1, 3D DESIGN 1

2D DESIGN 2, 3D DESIGN 2

DIGITAL ART

PAINTING 1, PAINTING 2

CERAMICS 1, CERAMICS 2

JEWELRY 1, JEWELRY 2

ADVANCED ART

AP ART: DRAWING, AP ART: 2D  
DESIGN

AP ART: 3D DESIGN

## **THEATRE/DANCE COURSES**

INTRO THEATRE, ADVANCED THEATRE  
STAGECRAFT COSTUMES, STAGECRAFT SETS

INTRO DANCE, ADVANCED DANCE

ALL THE WORLD'S A STAGE

DRAMATIC LIT & CRITICISM

PUBLIC SPEAKING

## **MUSIC COURSES**

CONCERT CHOIR

INTRO VOCAL, ADVANCED VOCAL  
SYMPHONIC BAND

MUSIC THEORY/EAR TRAINING

GUITAR/POP HISTORY

JAZZ IMPROV/THEORY

FUNDAMENTALS IN MUSIC

PIANO CLASS

## **HCTC MEDIA COMMUNICATIONS COURSES**

MEDIA COMM: YEAR 1

MEDIA COMM: YEAR 2



We are developing a Google Doc as a resource for future for internships.

Students will be able to see what choices they have in our Ellsworth and area community.



VPA Academy Pool of Arts Professionals

[Internship Link](#)

Visual Arts	Theatre/Dance	Music Theatre
<p>Philip Frey - 207 422-2008 <a href="mailto:philip@philipfrey.com">philip@philipfrey.com</a></p> <p>Landscape painter</p>	<p>The Grand Auditorium <a href="mailto:kfitch@grandonline.org">kfitch@grandonline.org</a> 667-9500</p>	<p>The Grand Auditorium <a href="mailto:kfitch@grandonline.org">kfitch@grandonline.org</a> 667-9500</p>
<p><b>Design Group Collaborative</b> 40 Church Street, Studio A Ellsworth Phone: 207.664.0560 Email: <a href="mailto:info@dgcarchitects.com">info@dgcarchitects.com</a></p>	<p>Penobscot Theatre Co. <a href="https://www.penobscottheatre.org/education/internships/">https://www.penobscottheatre.org/education/internships/</a></p>	<p>Penobscot Theatre Co. <a href="https://www.penobscottheatre.org/education/internships/">https://www.penobscottheatre.org/education/internships/</a></p>

# Choosing a educational paths can be confusing!

We are working on a Google Doc that can help students look into colleges, universities and craft schools that have specialized strengths.

1. <a href="#">Cranbrook Academy of Art</a>	FINE ART MFA PROGRAM RANKINGS  2. #1 FIBER 3. #1 METALSMITHING 4. #2 CERAMICS 5. #4 2D DESIGN 6. #7 PRINT MEDIA 7. #7 SCULPTURE 8. #13 PAINTING 9. #6 FINE ARTS GRADUATE PROGRAM IN THE U.S.
<a href="#">Penland School of Craft</a>	
<a href="#">Indiana University, Bloomington</a>	<a href="#">Interior Design</a>
<a href="#">Temple University</a>	<a href="#">Jewelry Design</a>
<a href="#">Eskenazi School of Art, Architecture + Design</a>	<a href="#">14 areas of study</a>  <a href="#">Ceramics facilities</a> <a href="#">Digital art facilities</a> <a href="#">Fibers facilities</a> <a href="#">Graphic design facilities</a> <a href="#">Metals facilities</a> <a href="#">Painting facilities</a> <a href="#">Photography facilities</a>



## VPA ACADEMY “REAL WORLD” CREDIT CONTRACT

Recognizing that students within the VPA Academy participate in many worthwhile outside activities in their disciplines, and that they often have challenging schedules, the Academy will be offering credit opportunities outside of the regular classroom.



Students may apply for project credit under this program and after completing all agreed upon criteria, receive  $\frac{1}{2}$  VPA elective credit towards their required course of study.

# Curriculum Completion - Credits for Graduation

## CURRICULUM

ENGLISH 4 CREDITS

MATH 3 CREDITS

SCIENCE 3 CREDITS

SOCIAL STUDIES 3 CREDITS

WORLD LANGUAGE 2 CREDITS

PHYSICAL EDUCATION 1 CREDIT

HEALTH .5 CREDITS

SPEECH .5 CREDITS

CAREER ARTS .5 CREDITS

ELECTIVES 2 CREDITS

VPA COURSES: .5 CREDITS

VPA HISTORY SEMINAR .5 CREDITS

JUNIOR INTERNSHIP .5 CREDITS

SENIOR CAPSTONE .5 CREDITS

*= 24 CREDITS FOR A*

*VPA CERTIFICATE*





# VPA History Seminar

(Required for all VPA academy students)

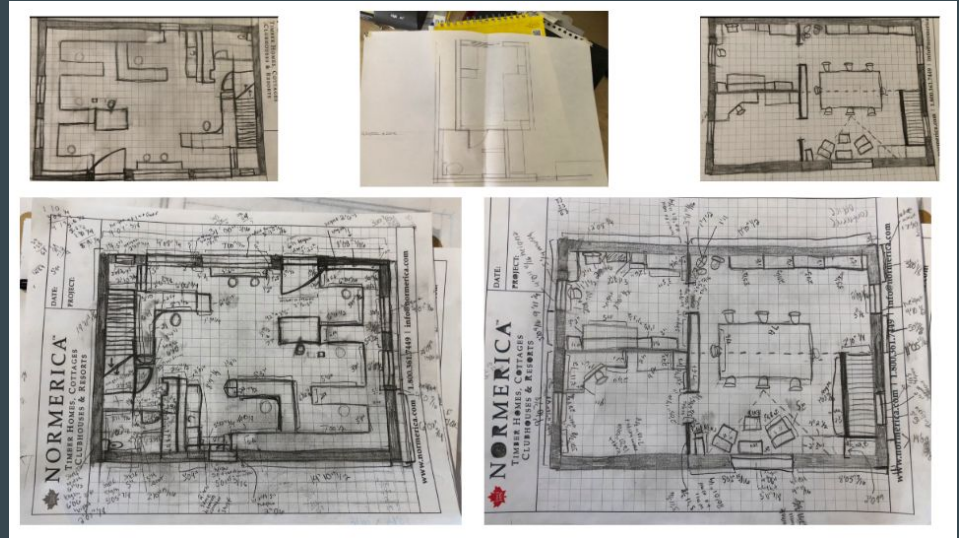


VPA Seminar is a four discipline course in one area-visual and Performing Arts. It is a team taught course among 3 teachers - 1 art, 1 theatre/dance, 1 music. Each time it is offered a new historical period is explored through the lens of the arts and the impact on the culture, history, society. This is then related to current events and arts movements or forms. This is a course that can be taken more than once.

Beginning with an overview of the time period, students will research and provide knowledge of discoveries in a transparent way to all three teachers. Critiques through different lenses about the work you complete is necessary for improving a global perspective of your knowledge of the time period. Each unit offers a sequential approach that builds upon each other.

The purpose of the VPA Internship Program is for students to complete an independent study in their area of interest under the auspices of a community mentor.

- This mentorship will prepare them for the culminating Capstone Project required in their Senior year.
- The emphasis of this project is on developing the skills of independent research, time management , creative problem-solving, public presentation, communication and portfolio development.



## Internship!

It is hoped that this internship will allow students to see the real world connection between their passion in the arts and the real world application of the arts into career and lifelong experiences.

# Contracts for the Internship: Student, Mentor and Parent

## Students responsibilities for internship are:

1. Project Proposal and development to be approved by VPA advisor
2. Weekly Journal weekly
3. Conference, student scheduled twice a quarter conference with Mrs. Olson
4. Research paper, 5 pages
5. Public Presentation
6. Academy Assistance Hours
7. Digital/ Professional Portfolio Development
8. Self Reflection, 2-3 pages

## Mentor Responsibilities:

1. Notify EHS in case of an absence, accident, sickness, or other serious problems.
2. Provide learning opportunities for the student (i.e. hands-on experiences, meetings, various observations, etc.). 50 practical hours are needed to fulfill the student's responsibility.
3. Instruct the student on work hazards and safety measures.
4. Give the student feedback and assist the VPA Advisor in evaluating the student's performance.

## Parent Agreement and Responsibilities:

1. Permission to participate in the EHS VPA "Real World" Program.
2. Understanding the VPA Academy "Real World" criteria. .
3. Understanding that the project will be terminated if the student fails to meet the responsibilities of the EHS VPA Academy Internship Contract.
4. Parent is responsible for my child's transportation to and from the project.
5. Attendance is a priority and my child must notify both the mentor and EHS VPA Advisor in case of a necessary absence.
6. I will be knowledgeable of the working conditions, the goals, and the guidelines of this program.

# Capstone

The purpose of the VPA Capstone project is to provide an experience that allows students to learn about themselves by pursuing their passion and moving it from an idea or dream to becoming an actuality. The project allows students the opportunity to apply and to demonstrate interdisciplinary skills and knowledge while investigating a specialized area of interest. The word capstone suggests a completion, an ending, an appropriate “topping off.” The Capstone Project synthesizes previous learning, offers new interactions with ideas and people, results in a showcased product, and submits the student in charge of the project to a review and evaluation by a committee. The work of the student must be documented sufficiently, so that reflection and presentation may take place. It is hoped that, through this project, students will discover more about their individual talents and take pride in demonstrating their learning as they prepare for a successful future. Capstone experiences and relationships empower students to develop their leadership skills, sense of character, and self-esteem.





A VPA Capstone Event



Ellsworth High School  
May 24 at 7 pm and May 25 at 2 pm  
Donations are welcome at the door

## Capstone Projects



You're Invited to Emma Henry's VPA Capstone Event:

### THE HERO'S JOURNEY: SENIOR CAPSTONE COLLECTION

Ellsworth Public Library, Riverview Room

April 6th through May 4

Reception: April 6th, 4-6 pm

Light refreshments will be served



The show will feature a twelve-part watercolor series depicting the stages of the Hero's Journey story structure, as well as various illustrations focusing on narrative and sequential art. Take home comic zines!

Emma is incredibly grateful for your support, and hopes you enjoy the show!

**Capstone Proposal:** Based on students' interest in particular focus area.

Proposed in the beginning of the year to establish timeline, budget, and place.

**Capstone Contract:** is signed by student, mentor and the parent before project begins.

**Weekly Journals:** To keep track of the progress including, notes, pictures, video.

**Conferences:** Students will schedule meetings with advisor to go over journals, setting goals for the remainder of the semester, getting feedback on written pieces, and planning of public presentation.

**Research Paper:** 5-page research paper including title and works cited documenting the research involved with the project.

**Public Presentation/Performance/Production:** Students conduct a public presentation of their Capstone Project. This may take the form of: an art display, a concert performance, directing a theatrical production defined with students focus area.

**Reflection Paper:** Students journals, advisors feedback, and the process of the journey are documented as a reflection.

# EHS VPA ACADEMY CAPSTONE MARKETING/MEDIA

Poster \_\_\_\_\_

Save the Date \_\_\_\_\_

Social Media Event \_\_\_\_\_

Social Media Posts \_\_\_\_\_

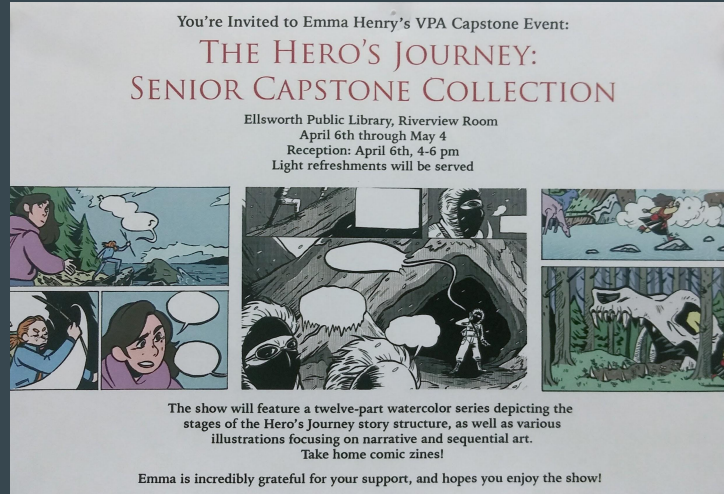
School Wide Email \_\_\_\_\_

Electronic Sign \_\_\_\_\_

School Announcements \_\_\_\_\_

Documentation of Final Project \_\_\_\_\_

Thank You Notes to appropriate persons \_\_\_\_\_



## Eagle Pride Diner Opening



Enjoy a night back in the good old days at Eagle Pride Diner, a 1950's-style American Diner inside the EHS Cafeteria. A traditional American Diner meal of hamburgers and milkshakes will be served while EHS students perform live 50's tunes to take you back in time.

**Thursday, May 16th, 5-7pm**

Event is open to community and free of charge, however, donations are welcome. Raised funds will go toward purchasing a jukebox for Eagle Pride Diner to be enjoyed by the EHS community.





# VPA ACADEMY DIGITAL PORTFOLIO

Students create a digital portfolio during their senior year as a Google form and Wix Website. A Google portfolio is made up of shared folders and documents which creates a great archive.

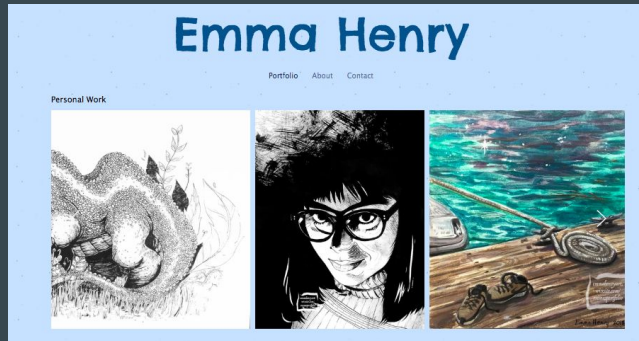
Website helps students to present themselves professionally on a digital platform. Including:

Biography

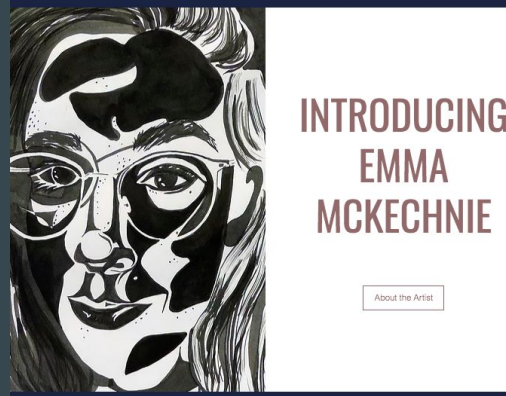
Artist Statement

High Quality images, videos, sounds.

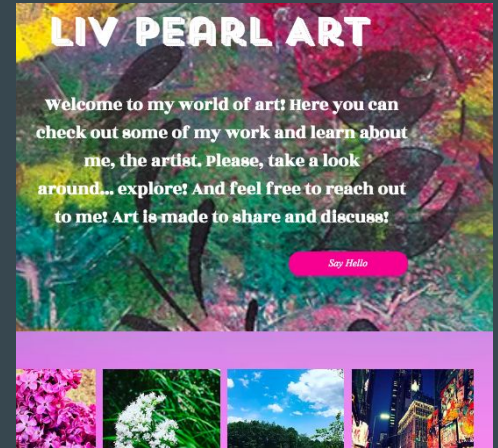
Discussion components of the capstone project.



<https://emmahenryart.wixsite.com/emmasportfolio>



<https://emmaamck.wixsite.com/emmamckechnie>



<https://odver2001.wixsite.com/livpearlart>





## VPA ACADEMY CAPSTONE CHECKLIST (PAGE 2)

CAPSTONE JOURNAL ENTRIES AND FORMAT - <b>ONGOING UNTIL MAY</b>	DATES	CHECK OFF BY ADVISEE
I Can:		
<ul style="list-style-type: none"> <li>Communicate through a variety of ways the techniques, skills, concepts and note the importance of process in my internship that can lead to a more sophisticated level of knowledge.</li> </ul>		
<ul style="list-style-type: none"> <li>Demonstrate my development in timely journal writing to show growth. Each journal entry is dated.</li> </ul>		
<ul style="list-style-type: none"> <li><b>Indicate the process of my learning of skills in time. Journal entries are completed after each activity.</b></li> </ul>		
<ul style="list-style-type: none"> <li><b>Communicate about new and old terminology that was not known prior to this year.</b></li> </ul>		
<ul style="list-style-type: none"> <li><b>Communicate my knowledge of the Capstone through talking, writing and through visuals or video.</b></li> </ul>		
<b>JOURNAL FORMAT</b>		
a. Duration of activity?		
b. What you did? Describe your activities.		
c. Who did you work with or communicate with?		
d. What did you learn today?		
e. How did you feel about the day?		
f. What were your successes today?		
g. What were your challenges today?		
h. Do you have any concerns or needs?		
i. What are your future short term and long term goals so far?		

## EHS VPA ACADEMY CAPSTONE MARKETING/MEDIA CHECKLIST



Poster \_\_\_\_\_

Save the Date \_\_\_\_\_

Social Media Event \_\_\_\_\_

Social Media Posts \_\_\_\_\_

School Wide Email \_\_\_\_\_

Electronic Sign \_\_\_\_\_

School Announcements \_\_\_\_\_

Documentation of Final Project \_\_\_\_\_

Thank You Notes to appropriate persons \_\_\_\_\_

\*There are additional options determined by the nature and location of the project\*

## Visual and Performing Arts Academy Capstone (Draft)



The purpose of the UPA Capstone project is to provide an experience that allows students to learn about themselves by pursuing their passion and moving it from an idea or dream to becoming an actuality. The project allows students the opportunity to apply and demonstrate interdisciplinary skills and knowledge while investigating a specialized area of interest. The word capstone suggests a completion, an ending, an appropriate "topping off." The Capstone Project synthesizes previous learning, offers new interactions with ideas and people, results in a showcased product, and submits the student in charge of the project to a review and evaluation by a committee. The work of the student must be documented sufficiently, so that reflection and presentation may take place. It is hoped that, through this project, students will discover more about their individual talents and take pride in demonstrating their learning as they prepare for a successful future. Capstone experiences and relationships empower students to develop their leadership skills, sense of character, and self-esteem.

### Projects:

Project Proposal Weekly Journal, Conferences, Research Paper, Public Presentation/Performance/Production, Publicity Marketing for Presentation, Digital/Professional Portfolio Development, Website Development, Reflection Paper, Community Service

<p style="text-align: center;"><b><u>Standards</u></b> <b><u>and</u></b> <b><u>Performance Indicators</u></b></p>	<p><b>Learning Targets :</b></p> <p><i>An explicit statement of what learners will know, understand or be able to do in a particular context (for example, after a specific lesson or unit).</i></p> <p><i>A defining characteristic of a learning target/goal is that it be clearly measurable.</i></p>	<p><b>Exceeds</b></p> <p>An excellent understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The work completed exceed defined requirements, and there is substantial evidence of analysis, synthesis and evaluation where appropriate.</p>	<p><b>Proficient</b></p> <p>A good general understanding of the required knowledge and skills, and the ability to apply them in different situations. There is sufficient evidence of analysis, synthesis, and evaluation where appropriate.</p>	<p><b>Approaching</b></p> <p>An approaching understanding of the required knowledge and skills, and an ability to apply them with support at times. Evidence is inconsistent and/or misconceptions prevent the student from understanding the essential question or big idea.</p>
<p><b><u>1. Content Literacy</u></b></p> <p>Demonstrate an understanding of technical vocabulary, appropriate use of media, and application of content specific techniques.</p> <p><b>A:</b> Develop and refine artistic techniques for work.</p>	<p style="text-align: center;"><b><u>Journal Entries</u></b></p> <p>I Can:</p> <ul style="list-style-type: none"> <li>Communicate through a variety of ways the techniques, skills, concepts and note the importance of process in my internship that can lead to a more sophisticated level of knowledge.</li> <li>Demonstrate my development in timely journal writing to show growth.</li> </ul>	<p>1.A Achieves all the requirements of proficient and employs variety of appropriate techniques to refine existing work as well as communicates well the reason for choices made</p>	<p>Demonstrate an understanding of skills, concepts, terminology and processes through the evidence of communication via writing, video, discussion, performance or product.</p>	<p>Approaching proficient but understanding is limited and student requires support to produce communication. Evidence is inconsistent.</p>

